# Charting the Course

How do we get from here to there?
Where are we?
Where are we supposed to be going?

Patricia Ann Popp, Ph.D.

Project HOPE-Virginia

The College of William and Mary

pxpopp@wm.edu

# Welcome

- Interview your partner
  - State?
  - Time in position?
  - Why homeless education?
  - Item of interest to share

  - You will introduce your partner

# Goals for this session:

- Turn off the headlights
- History lesson
- Resources  - SC Handbook as a map
  - http://center.serve.org/nche/pr/sc_hb_2010.php
- Finding the ground
- Planning
- Visit some scenarios you present

# SC PRETEST

# Where have we been?

- Stewart B. McKinney Act, 1987 (1990, 1994)
- 2001, reauthorization and name change to McKinney-Vento Act
- Provides states with funding to support local grants and statewide initiatives
- Requires educational *access, attendance*, and *success* for homeless children and youth
- Outlines responsibilities for local liaisons and state coordinators
- For a summary of the history, visit:
- http://education.wm.edu/centers/hope/resources/mckinneyact/index.php

# Namesakes

- Stewart B. McKinney
- Republican Representative
- Connecticut



- Bruce Vento
- Democratic Representative
- Minnesota

# MCKINNEY-VENTO ELEVATOR SPEECH

# How vulnerable are you to becoming homeless?

**Answer "yes" or "no" to the following:**

- Could you experience a flood, fire, tornado, or other natural disaster?
- Do you work in an area of the economy/job market where your job might become obsolete?
- Could you suffer from a long-term illness or accident without proper health benefits or other compensations?
- Do you live in a household with only one full-time wage earner?
- Are you behind in any monthly bills?
- Are housing costs in your area increasing faster than wages?
- Does anyone in your family struggle with addictions such as drugs or alcohol?

*Adapted from Helping H.A.N.D.S., Paducah, NY*

# True or False?

- Approximately 25% of homeless children living in shelters are under the age of 5

- Approximately 45% of homeless preschoolers have at least one major developmental delay

- The fastest growing segment of the homeless population is single adult women

- Building relationships is the best practice a school can develop when supporting students who are experiencing homelessness

# True or False?

- Before enrolling and placing a student who is homeless in classes, it is best to gather all the records you can to ensure correct classroom placement, thus having them start school once you have all the information.

- Many public school districts have someone in charge of school services for students experiencing homelessness

- All unaccompanied youth are considered homeless

- When supporting the needs of a student experiencing homelessness, schools must eliminate any educational barrier that exists or arises

- McKinney Vento is a state law that gives rights to students experiencing homelessness in schools

# The face of homelessness

"Homeless people often don't fit the stereotypes.

However, the segment of the homeless population that is most rapidly increasing *does* conform to many of society's most offensive and simplistic conceptions about homelessness.

These homeless people *do* drink a lot, but it's mostly milk and juice. They *do* exhibit strange behavior, but it is conduct most of us know as the 'terrible twos.'"

From *Bridging the Gap: Early Care and Education for Massachusetts Young Homeless Children*

# Why is McKinney –Vento important?
## Research on School Mobility

- **Students who switch schools suffer:**
  - Psychologically
  - Socially
  - Academically
    - More likely to repeat grades, will have lower math/reading scores

- **Mobility hurts non-mobile students as well**

- **You will hear: On average, 4-6 months to recover academic progress each time a student changes schools.**
  - Expert panel report submitted in B.H. v. McDonald by Dr. Joy Rogers, Loyola University, Department of Education, 1991.

# How Schools Can Help Children Who Are Experiencing Homelessness

Stabilize the Child's Basic Needs

- ◦ Physical Needs

- ◦ Emotional Needs

- ◦ Social Needs

# How Schools Can Help Children Who Are Experiencing Homelessness
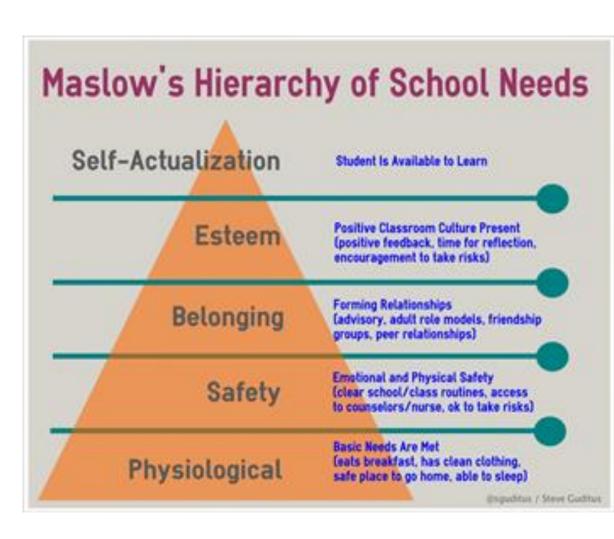
**Stabilize the Child's Basic Needs**

- **Physical Needs**
- **Emotional Needs**
- **Social Needs**

**Build Relationships**

- **School wide**
- **Classroom**
- **Recess**
- **Family**

**Provide check-in's**

- **Two days**
- **Two weeks**
- **One month**

## Maslow's Hierarchy of School Needs

**Self-Actualization** — Student Is Available to Learn

**Esteem** — Positive Classroom Culture Present (positive feedback, time for reflection, encouragement to take risks)

**Belonging** — Forming Relationships (advisory, adult role models, friendship groups, peer relationships)

**Safety** — Emotional and Physical Safety (clear school/class routines, access to counselors/nurse, ok to take risks)

**Physiological** — Basic Needs Are Met (eats breakfast, has clean clothing, safe place to go home, able to sleep)

@sguditus / Steve Guditus

# That said, here are things to think about :

- No prenatal care/low birth weight means a 9 fold increase in chance of death in first year or developmental delays
- 75% under 5 have one developmental delay, 44% have 2 or more delays
- Physical health is compromised
- Environment is compromised
- Stress and Trauma, may be acute or chronic and can change brain chemistry: PTSD
- Food Insecurity
- Mental Health including attachment may be affected
- Exposure to Violence
- Educational delays or missing pieces
- Juvenile Delinquency
- Attendance and Tardiness
- Fatigue
- Anxiety about safety (their own and their family)

# Maslow's School Hierarchy of Needs

- Where and how do schools, classrooms, programs, tutoring, fit in?

- What do our students need?

- What do/can schools/programs do to help meet these needs?

- How do we help students feel: Welcome, Wanted and Safe, in our schools?

# Maslow's Hierarchy of School Needs

**Self-Actualization** — Student Is Available to Learn

**Esteem** — Positive Classroom Culture Present (positive feedback, time for reflection, encouragement to take risks)

**Belonging** — Forming Relationships (advisory, adult role models, friendship groups, peer relationships)

**Safety** — Emotional and Physical Safety (clear school/class routines, access to counselors/nurse, ok to take risks)

**Physiological** — Basic Needs Are Met (eats breakfast, has clean clothing, safe place to go home, able to sleep)

@sguditus / Steve Guditus

# Small Group Activity

- Move into groups of 3-4

- Remember each students needs to feel
  - Welcome, Wanted, and Safe

- In each group take time to brainstorm on chart paper ways to help new students feel Welcome, Wanted and Safe in your schools and classrooms.

- What activities/procedures can help them integrate and understand the routines, expectations, and community

- Be ready to share your ideas in the larger group

# Let's talk about the
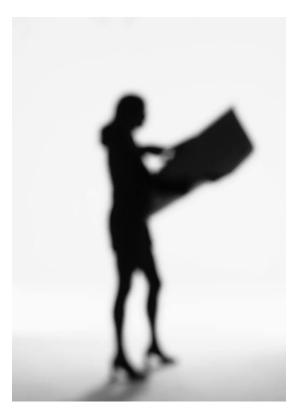
# MOBILITY SHUFFLE

# Processing the Mobility Shuffle

- How did this make you feel?
- Did it affect your learning?
- Did you leave anything behind? why or why not?
- What did you become aware of?
- Did you find yourself anticipating anything?
- How did you cope?
- What did you notice about the reforming of groups?
- What new thoughts do you have about mobile students?
- What can we do to support mobile students and families?

"As I began the role of State Coordinator for Homeless Education, I wish someone would have told me _____."

- *Where all the different pieces of information I would need would be stored or who had "history" of the program.*

- *The list of the 5 most important things to do and a timeline of important dates/time periods.*

- *What to consider the most critical priorities.*

# Backward Design

For Administrators

With a nod to Grant Wiggins

# Teacher to MV State Coordinator

| | |
|---|---|
| **1** | • Standard |
| **2** | • Desired Results |
| **3** | • Assessment Evidence |
| **4** | • Learning Activities |

| | |
|---|---|
| **1** | • Legal Mandate |
| **2** | • Effective Implementation<br>• Articulate success |
| **3** | • Identify data point and collection strategies<br>• Needs Assessment |
| **4** | • Action Plan |

# LEGAL MANDATE

McKinney-Vento Homeless
Assistance Act
EHCY Program

# Unpacking the mandate

- The law (Liaison Toolkit App A)
- ED's 2004 Non-regulatory Guidance
- ED's Federal McKinney-Vento Monitoring Protocol
- NAEHCY's FAQ

# You "have to's"

- Data collection
- State plan
- Subgrants
- Monitoring
- Coordination and collaboration
- Technical assistance and training

- review functions

# Recent Title I, Part A Guidance

- Transportation to school of origin while homeless is NOT considered supplanting and is allowable
- For
  - 2014-15 funds
  - 2015-16
- August 2015 ED letter
- Explicit in ESSA

# Other Title I resources

- ARRA guidance for Title 1 – included with documents. See question G-11 beginning on page 36 for most detailed list of acceptable uses we have received.
- NCHE topic page
  - http://center.serve.org/nche/ibt/sc_titlei.php

# Some more resources

- Poverty Tour
  - http://www.povertyusa.org/the-state-of-poverty/poverty-usa-tour
- National Low Income Housing Coalition
  - Out of Reach
  - http://nlihc.org/oor
- VDSS Self Sufficiency Standards
  - http://www.dss.state.va.us/geninfo/reports/agency_wide/self_sufficiency.cgi

# Awareness Videos

- Foreclosed Futures (LeTendre Scholars)
  - http://all4ed.org/webinar/foreclosed-futures-part-1-the-impact-of-homelessness-on-a-students-education/
- NCHE link to other resources:
  - http://center.serve.org/nche/ibt/aw_video.php

# 2 DESIRED RESULTS

Effective Implementation
Student Success

# Desired Results? Implementation

*

# Desired Results? Student Success

*

# "Making Choices" Activity

- Everyday our families have to make choices about their lives. How to best support their children.

- Some are students on their own trying to make ends meet.

- Creativity and choices are a part of choices families and students experiencing homelessness make everyday.
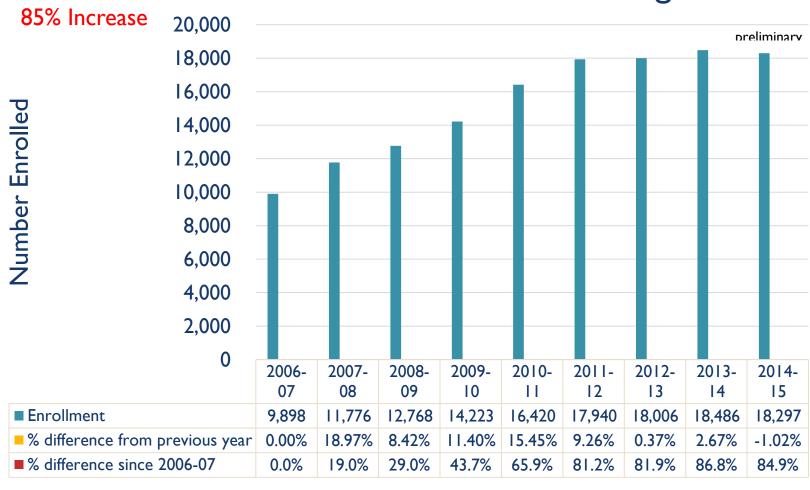
# 3 ASSESSMENT EVIDENCE

What data exist?

What data are missing?

What do they tell us?

# My State Data Points

- State Plan and updates
- Previous federal monitoring reports
- Annual allocation - state and LEA budgets
- Consolidated State Performance Reports (CSPR)
- State homeless education legislation and policies, including dispute resolution process
- State workbooks

- Other reports about your state (ICP, NCFH)

# SAMPLE DATA SLIDES FROM VIRGINIA

# Students Identified as Homeless in Virginia

85% Increase

preliminary

Number Enrolled

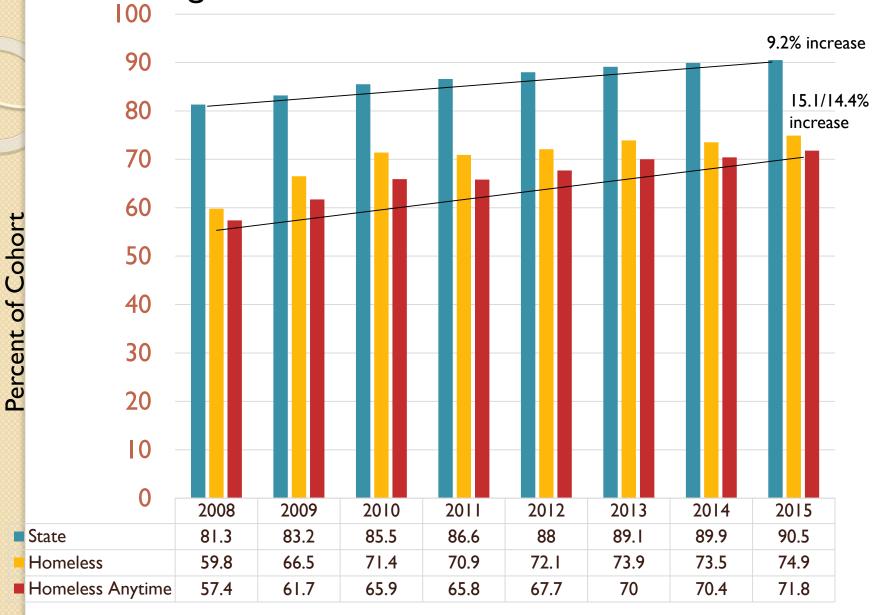| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|---|---|---|
| Enrollment | 9,898 | 11,776 | 12,768 | 14,223 | 16,420 | 17,940 | 18,006 | 18,486 | 18,297 |
| % difference from previous year | 0.00% | 18.97% | 8.42% | 11.40% | 15.45% | 9.26% | 0.37% | 2.67% | -1.02% |
| % difference since 2006-07 | 0.0% | 19.0% | 29.0% | 43.7% | 65.9% | 81.2% | 81.9% | 86.8% | 84.9% |

# Virginia's On-Time Graduation Rate:

http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

# Virginia's On-Time Graduation Rate

9.2% increase

15.1/14.4% increase

Percent of Cohort

|  | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|---|---|---|
| State | 81.3 | 83.2 | 85.5 | 86.6 | 88 | 89.1 | 89.9 | 90.5 |
| Homeless | 59.8 | 66.5 | 71.4 | 70.9 | 72.1 | 73.9 | 73.5 | 74.9 |
| Homeless Anytime | 57.4 | 61.7 | 65.9 | 65.8 | 67.7 | 70 | 70.4 | 71.8 |

# My Local Education Agencies Data

- LEA liaisons and contact information
- LEA CSPR data
- Subgrant applications and program descriptions
- Previous LEA monitoring reports
- Monitoring protocol for LEAs and schedule
- Technical assistance/barriers summaries
- Record of liaison/LEA staff trainings

- Standards and Indicators
  - http://center.serve.org/nche/pr/st_ind.php

- ED Data Express (includes grad data)
  - www.eddataexpress.ed.gov/

# Conducting Needs Assessments and Evaluating Services

Monitoring review

Sample LEA monitoring cover page

# 4 ACTION PLANNING

# REMINDERS

# PROCESS IS CYCLICAL

We are never done!

# YOU ARE NOT ALONE!

# Important Partners

**Internal**

- Title I
- Special Education
- Transportation
- School Nutrition
- Migrant Education
- Early Childhood
- Finance
- Data

**External**

- Early Intervention
- Head Start
- Housing agencies and shelters (incl. RHY)
- State homeless coalitions
- Child Welfare
- Health, including mental health

# Important Support and Resources

- USED
- NCHE
- NAEHCY
- NLCHP

- Other state coordinators
- New mentor program

"As I began the role of State Coordinator for Homeless Education, I wish someone would have told me _____."

- *That it is truly all about relationships.*
  - *Communicate*
    - *Checking in*
    - *Following up*
    - *Thanking*
    - *Acknowledging*
    - *Requesting and offering help*
  - *Appeal to their hearts and minds*

Let's revisit the pretest

# STATE COORDINATOR HANDBOOK

# Contents

*http://center.serve.org/nche/pr/sc-hb.php*

- Section A.   Introduction (pretest)
- Section B.   Charting the Course
- Section C.   Data Collection and Reporting
- Section D.   Monitoring
- Section E.   Technical Assistance for LEAs
- Section F.   The McKinney-Vento Subgrant Process
- Section G.   Fiscal Oversight
- Section H.   Connections to Collaborations

- Additions: regional approach, dispute resolution, Native American students, disaster preparedness

# WORKING THROUGH CHALLENGES

# For example:

- Building credibility
- Competing interpretations
- Homeless definition & eligibility
- Unaccompanied homeless youth
- Disputes
- Time

# MV BOARD GAME

[HMSE_PICS.mpg](HMSE_PICS.mpg)

# THANKS FOR ALL YOU DO!